DOCUMENT RESUME

ED 322 231 UD 026 844

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TITLE Modeling Equitable Behavior in the Classroom. Training Module V.

INSTITUTION Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 88
GRANT G00-874-5255
NOTE 63p.; For related documents, see UD 026 838-849.
AVAILABLE FROM Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Attitude Change; *Behavior Modification; *Classroom Techniques; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Learning Modules; *Sex Bias; *Sex Stereotypes; *Teacher Behavior; Teacher Education
IDENTIFIERS National Origin Desegregation Assistance Centers

ABSTRACT

Techniques of modeling equitable behavior in the classroom is the subject of this training module. It guides trainers It guides trainers through the activities and lessons which will assist education professionals in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. Eight activities are described and materials, including 17 transparency masters and 8 handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with the nature and effects of gender bias in the classroom setting; (2) to assess the various types of nonverbal behaviors that contribute to gender bias in the classroom; (3) to assess various verbal communication patterns that contribute to gender stereotyping in the classroom; and (4) to develop an action plan promoting educational equity in the classroom. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

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TRAINING MODULE V

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Modeling Equitable Behavior in the Classroom

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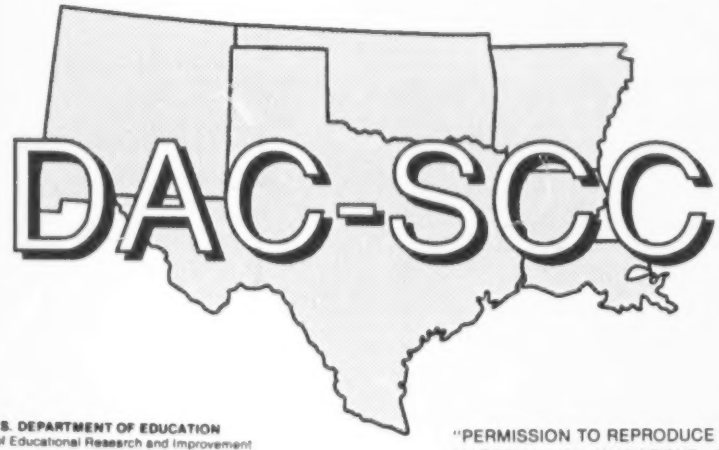

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Training Module V: Sex Desegregation

Modeling Equitable Behavior in the Classroom

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FOREWORD

The Desegregation Assistance Center - South Central Collaborative of Region VI, located in San Antonio, Texas, serves the educational equity needs of school personnel, parents and students in a five-state area: Arkansas, Louisiana, Oklahoma, New Mexico, and Texas.

The technical assistance and training that our center provides focuses on the issues and problems related to race desegregation, gender equity and national origin desegregation. This task is great, the needs are diverse, and the geographic area is extensive. Thus, we are pleased to have developed twelve technical assistance and training modules (four in each equity area) that are intended to build the capacity of school personnel to address their own needs.

We wish to acknowledge the excellent collaboration and contributions of our satellite center at the University of New Mexico-Albuquerque, in the development of these modules.

Each module is complete with objectives, pre/post-tests, activities to help participants meet each objective, readings, handouts, and transparency masters. The modules have undergone a rigorous review process by experts in each state in our service area. Their comments and contributions have been carefully incorporated into the final modules. The modules are:

Technical Assistance Modules

Federal Statutes and Directives Regarding National Origin Students

Federal Statutes and Directives Regarding Title IX Compliance

Civil Rights Compliance: An Update

Training Modules

I First and Second Language Acquisition Processes

II Integrating the ESL Student into the Content Area Classroom

III Recognizing Cultural Differences in the Classroom

IV Sex Stereotyping and Bias: Their Origin and Effects

V Modeling Equitable Behavior in the Classroom

VI Avoiding Sex Bias in Counseling

VII Equity in Counseling and Advising Students: Keeping Options Open

VIII Interpersonal Communications: A Human Relations Practicum

IX It's a Matter of Race: Race Relations in the Desegregated Setting

We have attempted to bring you the most up-to-date information in these modules. They are available individually ($7.50 each) or as an entire series ($75.00). A "Trainer of Trainers" session can also be arranged to enhance the capacity of your own personnel to use these modules effectively.

Breaking down the barriers to equal educational opportunity is a critical step towards educational excellence, equity and empowerment for all students. We hope these modules will expedite that effort.

Gloria Zamora, Ph.D.
Director, DAC-SCC

ACKNOWLEDGEMENTS

Appreciation is expressed to Elsa M. Weiderhold, Melinda B. Lechuga, and Carl Gonzales for their word processing and production assistance.

Appreciation is also expressed to the following individuals for their critical review of this document:

Glenda Barrett
Oklahoma State Department of Education

Pamela Bollinger
Louisiana State Department of Education

Josephine F. Garza
Intercultural Development Research Association

Lou Ann Hargrave
Oklahoma State Department of Education

Reeve Love
University of New Mexico

Eva Ross
Ysleta Independent School District

Dr. Christine Smart
Texas Education Agency

This module was prepared with funds provided under Title IV, Section 403, grant number G00-874-5255, U.S. Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the department should be inferred. All materials may be reproduced pending appropriate citation.

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Modeling Equitable Behavior in the Classroom

Summary: This module will assist participants in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias.

Length of session: 3 hours

Objectives:

1. Participants will become familiar with the nature and effects of gender stereotyping and bias in the classroom setting.
2. Participants will be able to assess the various types of nonverbal behaviors that contribute to gender bias in the classroom.
3. Participants will be able to assess various verbal communication patterns that contribute to gender stereotyping in the classroom.
4. Participants will be able to develop an action plan promoting educational equity in the classroom.

Overview of Session:

Time	Objective	Activity	Materials
5 minutes		Warm-up	Transparency 1
5 minutes		Pre-test (optional)	Pre-test
35 minutes	Objective 1	Lecturette	Transparencies (2-6)
35 minutes	Objective 2	Lecturette	Transparencies (7-9) Handouts (1-4)
15 minutes		Break	
40 minutes	Objective 3	Lecturette	Transparencies (10-11) Handout 5
35 minutes	Objective 4	Lecturette	Transparencies (12-17) Handouts (6-8)
5 minutes		Closure	
5 minutes		Post-test (optional)	Post-test

Warm-up

Time: 10 minutes

Materials:

Transparency 1. Have you ever said . . .?

Process:

(Display Transparency 1)

Read each statement to the group. Precede each statement with "Have you ever said..."

1. "Only girls who dress pretty are feminine"?
2. "Boys who take ballet are homosexuals"?
3. "White students are smarter than Black students"?
4. "The best place for handicapped students is at home"?
5. "Hispanic girls do not perform as well as Hispanic boys academically"?
6. "Jewish girls make good homemakers while Jewish boys make good business people"?
7. "Native Americans are not capable of living outside a reservation because they are a weaker people"?
8. "Anything that assigns traits, behaviors, or expectations to students based upon preconceived ideas, gender, and race"?

Explain that although teachers may not have made these statements orally, they are perhaps guilty of enforcing them through non-verbal communications and actions within the classroom.

Allow participants to share some experiences they have had in the classroom related to these stereotypes and prejudices. Explain to the participants that this training session will help them develop classroom behaviors and language patterns that are free of gender stereotyping and bias.

Pre-test (optional)

Time: 5 minutes

Materials: Pre-test

Administer the Pre-test to the participants. Provide the correct responses from the answer key below.

Answer Key

1. True — In most situations children are addressed, "Boys and girls, give me your attention."

2. False — Most curriculum materials still remain biased in spite of field testing and editing processes.

3. False — Studies show that boys are disciplined more severely than girls for the same infraction.

4. False — Nonverbal communication transmits more powerful messages than verbal communication.

5. True — The three steps in the change process are:
   1. awareness;
   2. attitudinal adjustment; and
   3. behavioral modification.

Pre/Post-test

Name _____ Date _____

Identify the following statements as true or false.

True False 1. Some expressions commonly used in the classroom have sexist implications of which users may not be aware.

True False 2. Most curriculum materials are bias-free as a result of field testing and editing.

True False 3. In school settings girls are generally disciplined more severely than boys for the same infraction.

True False 4. Verbal communication transmits more powerful messages than nonverbal communication.

True False 5. Behavioral modification is the final step in the change process required to eliminate biased behavior in the classroom.

Objective 1: Participants will become familiar with the nature and effects of gender stereotyping and bias in the classroom setting.

Time: 35 minutes

Materials:

Transparencies:

2. Stereotyping
3. Traditional Stereotypes of Men and Women
4. Effects of Stereotypes on Women
5. Effects of Stereotypes on Men
6. Strategies for Changing Stereotypes

Lecturette:

What is seldom measured in the classroom is the informal education that each student experiences daily. This form of education is gleaned from the latent content of curriculum materials, classroom interactions, and communication patterns present in learning environments. It is the education that students receive through the "hidden messages" in written, verbal, and nonverbal communication, and it is a powerful force in shaping behavior and determining feelings of accomplishment and self-worth. Just how a person's behavior is shaped by these communications is largely dependent upon the quantity and quality of the messages and the reinforcement, both positive and negative, that the person receives on a regular basis.

Communication patterns in general are complicated and often difficult to understand. They become even more complex when they are compounded with the effects of sexism, racism, or prejudice based on handicapping conditions. When this latter situation occurs, stereotyping often results.

(Display Transparency 2)

Stereotyping is the automatic assigning of traits, behaviors, and expectations to an individual based upon preconceived ideas and unvarying data, such as a person's gender or race. It is the act of prejudging a person's abilities and usually results in a process which strips the individual of uniqueness. When stereotyped expectations are communicated continually to an individual, both verbally and nonverbally, the result is often that the person tends to adopt those expectations as limits of his or her own ability. This result is usually crippling to the development of that person's full human potential.

People who communicate stereotypes to other individuals do not necessarily have negative intentions. Often these communications are well-intended, and are projected out of habit, custom, and lack of thought, rather than out of consideration of what is "right" for each individual or out of any

questioning of accepted customs and practices. What is sad about this situation, though, is that people have internalized many stereotypes so well that they often fail to see how the changing conditions around them no longer support traditional roles and responsibilities. One example of this is the stereotyped roles assigned to men and women in our society today.

(Display Transparency 3)

On the transparency are two lists of adjectives used to describe the traditional man and the traditional woman in our society. To which list would you attach which label? Would you label the list on the left "women" and the list on the right "men"? If so, chances are that your selection matches everyone else's, because, in spite of changing times, stereotypes still exist of men and women that are associated closely with these descriptors.

It may be surprising to find that both men and women are hurt by these stereotypes. Sometimes people believe that it is only women who experience the harmful effects of this process, and this is just not true.

So, how are both men and women hurt by these images? Women, for example, are hardest hit in the area of employment. The careers that they traditionally can enter with ease have been severely restricted. In fact, the range of occupational selections that women have been "allowed" to experience can usually be counted on ten fingers or fewer: secretary, nurse, salesperson, librarian, teacher, bookkeeper, _____, _____, _____, (you fill in the rest).

(Display Transparency 4)

All of these occupations have several things in common. While each makes an extremely important and valuable contribution to our society, most are also (1) predominantly female in composition, (2) low-paying, (3) dead-end positions, and (4) jobs that requires little advanced training or education. It is clear that the traditional stereotypes of women have had a strong negative impact on people's attitudes towards women's capabilities.

In our society today approximately half of the female population is divorced or separated and, consequently, responsible for caring for themselves and, quite often, children. When this is coupled with the fact that most women are still occupying the lowest-paying, lowest-status positions in the workforce, one gets an accurate picture of many women on the edge of poverty, a situation that recently has been described as the "feminization of poverty." The problem is even more acute for minority women and/or women who have handicapping conditions, as the compounding, negative effect of these factors results in even further discrimination, especially in the labor force.

(Display Transparency 5)

The effects of the stereotyping of men in our society involve three very important areas. Although men are stereotyped as being the stronger sex, they have less stamina and endurance than women. Twice as many men have ulcers as women do. Six times as many on-the-job accidents involve men and thirteen times as many arrests for drunkenness involve men.

More men than women die in every age category. The comparative death rate for men and women is startling. One and one-half times as many men die from cancer; two times as many men die from heart disease; three times as many men commit suicide; and four times as many men are murder victims. Many doctors, psychologists, and sociologists believe that this occurs as the result of the many pressures under which men are placed. They are programmed to succeed and to be the primary breadwinners and supporters of their families -- all of which must be accomplished while showing little or no emotion, since crying is still a social taboo for men. All of this frantic activity in order to achieve undoubtedly contributes to so many ulcers and heart attacks among men today.

The third way in which men are harmed by stereotypes is in their relationships with their children. They are perceived as strong disciplinarians by the children, and also are viewed as less competent parents in the eyes of the law, just because they are male. Quite often the pressures at work to succeed do prevent them from spending adequate amounts of time with their children. Consequently, they are deprived of the joy and pain that come with raising children and spending the amount of time necessary to help them develop.

In all cases, neither men nor women win. The general problem of stereotyping and perpetuation of stereotypes can be broken down into some specific topic areas. These areas are shown in the transparency, along with some suggested strategies for change which you can develop for use in your own classroom.

(Display Transparency 6)

STRATEGIES FOR CHANGING STEREOTYPES

Stereotype	Change Strategy
1. Stereotyping men and women in traditional sex roles. • Women are or will be wives and mothers. • Mothers-in-law are bossy and interfering. • Men are primary income earners.	1. Provide examples of different kinds of lifestyles, living arrangements, and family structures. Discuss men as homemakers, women as primary income earners, and the sharing of parental responsibilities.
2. Stereotyping of an occupation. • Referring to a truck driver as "he" or saying "just a secretary."	2. Avoid assigning gender as much as possible when talking about specific occupations. Discuss people in non-traditional roles, e.g., a male nurse, or a female electrician.
3. Stereotyping of personality characteristics. • Men are stoic. • Women are emotional and clinging. • Men are more sexually aggressive	3. Point out that personality characteristics, as a rule, are more dependent on socialization than on sex. Discuss how both men and than women. women possess many of the same characteristics.
4. Stereotyping of physical characteristics and abilities. • Men are "stronger" because they are generally more able to lift heavy objects, although women have greater endurance. • Men are considered to be better at mathematics, and women are better at writing.	4. Explain that women and men share many of the same abilities. Point out that physiological differences do not necessarily mean differences in abilities or in performance.

Objective 2: Participants will be able to assess the various types of non-verbal behaviors that contribute to gender bias in the classroom.

Time: 35 minutes

Materials:

Transparencies:

7. Nonverbal Behaviors
8. Nonverbal Behaviors in the Classroom (I, II)
9. Nonverbal Behaviors in the Classroom (III, IV)

Handouts:

1. Case Study 1
2. Case Study 2
3. Case Study 3
4. Classroom Interaction Patterns

Lecturette:

Nonverbal communication patterns are the behaviors and gestures that people use to express themselves. They are the outer signals of the individual's inner beliefs and value systems. Nonverbal gestures are the silent "shapers of behavior" in the classroom, when they affect the students either positively or negatively, for actions often do speak louder than words. In fact, as early as 1966 one researcher determined that over 90 percent of all messages sent by teachers to students were nonverbal in nature.

Nonverbal behaviors are considered to be a part of the informal curriculum described earlier. For a teacher, these behaviors are the sum of the teacher's total physical involvement while interacting with the students, and they fall into the following categories:

(Display Transparency 7)

Eye Contact

Head and Facial Expressions

Body Posture

Proxemics (Physical Space)

(Display Transparency 8)

What messages would students perceive from the following teacher behaviors?

I. EYE CONTACT

1. Establish eye-to-eye contact with students.
2. Look away from student or students.
3. Wink or make other playful gestures.
4. Lower eyes when speaking to a student or when someone is speaking to you.
5. Widen eyes to indicate surprise, shock, or amazement.
6. Narrow eyes to indicate disapproval, dislike, or suspicion.

II. HEAD AND FACIAL EXPRESSIONS

1. Smile.
2. Frown.
3. Express surprise.
4. Express disappointment.
5. Express sadness or empathy.
6. Express happiness or approval.
7. Nod, indicating approval.
8. Shake your head, indicating disapproval.
9. Position head and eyes to indicate attentive listening.

(Display Transparency 9)

III. BODY POSTURE

1. Display a relaxed posture.
2. Display a rigid, tense posture.
3. Point and shake your finger.
4. Fold your arms.
5. Place your hands on your hips.

6. Lean towards the person to whom you are speaking.

7. Raise your hands as a gesture of disapproval or helplessness.

8. Display a feeling of hopelessness.

9. Turn away from students.

10. Assume a posture of attentiveness.

11. Assume a posture of inattentiveness, such as leaning back or looking at your watch.

IV. PHYSICAL SPACE

1. Sit or stand near a student (within 18 inches -- intimate distance; or up to 4 feet -- personal distance).

2. Keep a distance from a student (beyond 4 feet -- social distance; or beyond 12 feet -- public distance).

3. Touch a student, such as placing your hand on his/her shoulder in a friendly manner.

Divide the participants into small groups of three or four persons. Distribute one case study (Handouts 1, 2, and 3) to each group. More than one group may discuss the same case study. Have each group discuss their case study and report their reactions to the entire group by answering the following questions:

1. What is obvious?

2. What is not so obvious?

3. How powerful is the message?

4. Does the significance of the action suddenly take on a different perspective?

(Distribute Handout 4)

Nonverbal behaviors should be analyzed for possible incongruity within the classroom, and all aspects of behavior affecting equity (race, sex, national origin, and handicapping conditions) should be considered in the analysis. This analysis should be integrated into the program design as a teacher strives to build a curriculum providing equal and full opportunity. Building such a program takes sensitivity, awareness, caring, knowledge, and creativity. It takes effort and time, a strong belief in equity, and a desire to help each student reach

his or her full human potential. Listed in Handout 4 are some suggestions that teachers can follow to improve the quality, and equality, of the nonverbal messages that they transmit in their classrooms.

In summary, remember that all of your nonverbal interactions with all of your students reflect your expectations of those students, and, in turn, shape both their self-expectations and their classroom behaviors. If you are able to free your own interactions from stereotyping and bias, then, and only then, can this cycle be changed significantly.

Break (15 minutes)

Objective 3: Participants will be able to assess various verbal communication patterns that contribute to gender stereotyping in the classroom.

Time: 40 minutes

Materials:

Transparencies:

10. Words with Images
11. Suggestions for Changing Biased Language

Handout:

5. Checklist for Assessing Bias in the Curriculum

Lecturette:

The language we speak mirrors the attitudes, beliefs, and values of the culture in which we live. Consequently, asking individuals to change their language is asking them to question and change the essence of their existence. From this standpoint, it is easy to see how language has the potential for being an extremely emotionally laden issue. And it often is, for certain people and groups.

The language that teachers use in the classroom affects students as much as (or even more than) the words those same students hear in their everyday lives. The reason that it may have an even greater impact is because of the very important role the teacher plays in the lives of the students -- as an authority and leadership figure, a role model, a counselor, and a friend. But the teacher has the power of "speaking" to students by using more than the spoken word. Verbal interaction (speaking) is the obvious way we all communicate, but think about the impact of the written word. The teacher has the power to supervise that, too, by the way he or she develops curriculum, prepares handouts, selects textbooks and audiovisual presentations for use in the class, designs bulletin boards, and chooses learning activities, to name but a few areas in which this power is exercised. What a teacher selects and permits to be part of the curriculum will reveal and/or reinforce in the students' minds many things, such as:

- the nature of the course content;

- the attitudes, beliefs, and values of the teacher;

- the expectations that the teacher has of the students; and

- the self-perceptions of the students themselves.

If one analyzes the ways in which we acquire language skills and in which language, in turn, shapes our behavior, it becomes clear that words and images (pictures, illustrations, etc.) are inseparable. In fact, the process of

learning a language is one of placing images and mental pictures in the minds of the individuals learning the language. Let's test that idea for a moment. What do you think of when you hear the word car? house? television? Your mind pictured each object, right? Chances are that there might even have been some action involved, such as the car moving on a road or the television showing a movie. Now, what would you think of if someone said, "Think of the word '<u>the</u>.'" Did you still picture the word in your mind, even though you could not associate a particular object or action with it? What these examples illustrate is that language, whether spoken, written, or in picture form, communicates messages and expectations to our minds through mental imagery. These mental images, once placed in our minds, are hard to extinguish or even to replace because they usually are so firmly set.

One of the reasons many of the images we learn from our culture are so difficult to extinguish is because so many of these images have been reinforced by many sources over a period of many years. For example, take the concept of a house. From infancy on, all children who can hear and see are exposed to houses through language, stories, and pictures. The television, neighborhood, magazines, school books, radio, conversations, newspapers, etc. all produce images to reinforce what a house is -- or do they? Perhaps they all work to produce images of what a house should be. Unfortunately, that is precisely what happens all too frequently, and the images produced are built upon an existing status quo or a standard of what an individual thinks the status quo should be. And do not underestimate the power of tradition either, for tradition plays a critical role in placing images in our mind, too.

Once again, let us test this idea. What images come to mind when you read the following words?

(Display Transparency 10)

fireman
Mexican
plumber
secretary
Jew

When you read fireman and plumber, did you picture men only in those roles? How about the word secretary? Did you picture only a woman? Were the images positive or negative for the terms Mexican and Jew? The problem with images coming from these words, and from hundreds of other words, is that the images associated with them are built upon roles from a society that has ceased to exist. Today, more than ever before, women are entering the labor market, and all vocational education programs, for the purpose of receiving training or updating their skills. More men are choosing nontraditional careers, such as health and cosmetology. Minority group members, representing all races, also are seeking the opportunities and skills needed to secure good jobs and advancement in those positions. Stereotyped occupational and social

roles, for men, women, and members of all ethnic groups, are steadily and increasingly breaking down.

However, the English language remains both sexist and racist. Until individuals learn how to identify the subtle biases of sexism and racism, they will accept the language as normal and not question it. While both forms of bias appear throughout the language -- for example, racism appears in phrases such as "Indian giver," as well as in ethnic jokes -- the more blatant problems with regard to this issue involve sexism.

The English language is inherently masculine in its delivery system, as shown by the frequent use of masculine singular pronouns and by the use of the term "man" to describe all people and the inclusion of the suffix "man" to describe many occupations. Another way that the masculine is emphasized is through the frequent use of words and phrases such as "chick," "girl" (in place of woman), and worse, to put women down, to demean or patronize them, or to retain them in subordinate positions. Since we learn language skills at a very young age and continue to learn them throughout our lives, many of these words and meanings stay permanently planted in our minds as being "right" and "just" and never are questioned.

(Display Transparency 11)

This transparency presents a list of some common biased words or phrases that stereotype individuals or groups. It also presents some alternatives that could be used in their place. While this chart contains only a select number of words, be assured that there are hundreds more that could be identified. What others come to your mind that could be added to the list?

Allow participants to continue the list and write their suggestions on the chalkboard.

In recent years publishers of instructional materials have become cognizant of sex bias issues. Through careful editing, review processes, and field testing procedures, some publishers of instructional materials have reduced the extent of gender and ethnic bias in some educational materials used in the classroom. However, a plethora of biased information exists in the educational materials currently used in most classrooms.

Women and minority group members must be treated in educational materials with respect, seriousness, praise, dignity, and nonpatronizing attitudes. Men need to be praised for compassion, sensitivity, and parenting skills, as well as being shown as occasionally illogical and indecisive. References to an individual's appearance and charm should be limited to "appropriate" situations, instead of being imposed continually on women who often are depicted as being primarily sex objects and beauty queens. Jokes that rely on humor that continually "puts down" individuals or groups need to be scrutinized for the hidden messages. Once these are analyzed, the question needs to be asked, "Is it really funny?"

(Distribute Handout 5)

As the classroom teacher, you can assess the materials your students use. Things to consider are:

- the language used in printed materials;
- the occupational and social roles held by women, men, and minorities in printed and audiovisual materials; and
- the visual illustrations and examples used in printed and audiovisual materials.

This checklist is designed for you to use when evaluating bias in your own curriculum materials. When you return to your classroom, read it through and compare each of the items on the checklist with the materials you use in your own classroom. Then fill out the form to determine how biased the materials really are. Are you satisfied with the results? If not, what can you do in order to use those biased materials in a nonbiased way?

Objective 4: Participants will be able to develop an action plan promoting educational equity in the classroom.

Time: 35 minutes

Materials:

Transparencies:

12. Change
13. Steps in Developing a Plan of Action
14. Goal Statement
15. Objectives
16. Steps to Assist in Accomplishing the Objectives
17. Measurement of Success

Handouts:

6. 36 Creative Ways to Say "No!"
7. A Plan of Action for Equity in the Classroom
8. Barriers and Enhancers Affecting the Accomplishment of Objectives

Lecturette:

Whoever said, "There are two things certain in life -- death and taxes," was wrong, because there are three! Change is also a certainty. And along with change, there is bound to be some discomfort. Whether you are the one initiating change, or the one on whom it is being imposed, there are five basic principles which you should understand about the change process. Knowing them will help you adjust your discomfort level. The problem with change is that:

(Display Transparency 12)

1. It's inevitable!
2. It takes time!
3. It is met with resistance, unless there is something in it for the individual(s).
4. It has multiple effects on other parts of a system, which may be uncontrollable.
5. Several smaller changes can add up to greater, more significant results.

Normally, when a person first becomes aware of a situation that requires change and his/her discomfort level rises, the natural tendency is either to try to

avoid the situation or to deny that it exists. In other words, people say "No!" in many different ways.

(Distribute Handout 6)

There are 36 ways to say "no." People use them all the time. Which is your favorite? (Allow time for tne participants to contribute their "most used" or "most detested" expression.)

In order to bring about change, we must get our audience to participate. In the change process awareness is the first step, attitudinal adjustment is the second, and behavioral modification is the third. On the awareness level, we recognize differences among people and identify how sexism and racism operate within society as a whole and in the classroom setting in particular. When we reach the attitudinal level, we can examine prejudiced attitudes and identify the sources of these attitudes, and on the behavioral level we can change both what can be done and the ways in which it can be done.

If you are at this third level of the change process, then you are ready to develop a plan of action. A plan of action is a strategy, designed by you, that contains a set goal and objectives and a sequence of activities that help you attain and measure the desired outcome. The sequence of tasks (the steps) in developing a plan of action are shown on Transparency 13.

(Display Transparency 13)

(Distribute Handout 7)

Because the plan of action indicates the desired behavioral outcome you wish to accomplish, writing the goal statement is the first step in the process. Forming a clear idea of exactly what it is you wish to accomplish is essential at this point, for the purpose for the entire plan evolves out of this statement. In preparing your goal statement you need to examine three things: (1) your feelings and attitudes about the nonverbal and verbal behavior patterns you use in the classroom, (2) how you can realistically analyze them and their effects on the students, and (3) what desired outcomes you wish to achieve by changing selected behaviors.

For example, you might be aware that you have a habit of using only sexist or exclusionary language that denies the participation of a particular sex in certain occupations or positions. A goal statement for you could look like the one shown on Transparency 14.

(Display Transparency 14)

Once you have stated your goals and you are clear on the desired outcome of your plan, you are ready to list your objectives. The objectives should indicate, in a specific way, what you need to do to accomplish your goal.

The transparency illustrates two objectives that could be written to support the goal statement used in the previous example.

(Display Transparency 15)

For these objectives, the final outcome is to acquire an awareness of the extent to which exclusionary language is used in the classroom. The conditions to be utilized for accomplishing the objectives will be student support through ratings of the behavior and having videotapes made during the actual teaching session.

Preparing a realistic time frame is important to the successful completion of your plan of action. Allowing yourself adequate time to retrieve additional data, study the problem, practice new behaviors, and evaluate the effectiveness of the change you are pursuing will provide you with a greater likelihood of accomplishing your goal. When determining the time frame, keep in mind that situations involving working with others may slow you down. Plan to accommodate this factor, and also be prepared to be somewhat flexible, in the event that you cannot accomplish your objectives in the amount of time you originally planned.

Next, you will need to detail the activities that will need to be completed in order to accomplish the objectives. Record precise, realistic tasks that relate directly to the objective you are detailing. The number of steps will vary for each objective. Transparency 16 shows a listing of the activities that will help accomplish the first objective stated in the previous example.

(Display Transparency 16)

Step 5 of the plan of action requires that you identify the barriers and the enhancers that you anticipate will affect the accomplishment of your objectives and goal. After you have listed the anticipated barriers and the support systems available to assist you, write them on your plan of action. The transparency provides you with an example of how this should be done.

(Distribute Handout 8)

Analyze your own strengths and weaknesses also, making sure to capitalize on your strong points and to minimize the weaknesses. Remember, you are your own best resource!

Don't be afraid to call on others to come to your aid, either. Some of the best plans for change are successful only because of the extensive involvement of others in the process. Remember the third basic principle of change: people usually won't change unless there's something in it for them. Individuals normally need to buy ownership into the process, and prefer to feel needed and involved before they become supporters of the idea or activity. Share the problem and/or the concern with others and let them help you find the solutions for bringing about the desired outcomes. You may even be pleasantly

surprised to find out that you have more advocates on your side than you originally had anticipated.

And, finally, be creative in the suggestions you develop for overcoming the barriers and utilizing the support systems. Don't let tradition limit your ideas. Tradition is what has caused many of our problems in the first place, so use extra energy to design new solutions to the existing problems.

The last step involves evaluation. Evaluation means making judgments as to whether or not the goals and objectives of a program or of any effort have been met. It is concerned primarily with the quality of performance, and determines the degree to which specific activities have been mastered.

The main reasons for evaluation are to gather information and data that can be used for program improvement and to measure behavioral changes. The data and information obtained provide evidence of strengths and/or weaknesses related to these two areas, which enables educators to make more informed decisions about their programs and the performance of the personnel working with them.

Transparency 17 provides you with an example of how an instructor might complete his/her evaluation section in an action plan.

(Display Transparency 17)

Remember that each objective of your plan must be reflected in specific and measurable behaviors in order for you to carry out your evaluation.

Closure:

Time: 5 minutes

Have individual participants share one thing they learned or one idea they plan to implement.

Post-Test (optional)

Time: 5 minutes

Materials:
Pre/Post-test

Administer the post-test.

Evaluation:

Time: 5 minutes

Distribute the evaluation forms and have the participants complete them.

Have you ever said...

1. "Only girls who dress 'pretty' are feminine"?

2. "Boys who take ballet are homosexuals"?

3. "White students are smarter than Black students"?

4. "The best place for handicapped students is at home"?

5. "Hispanic girls do not perform as well as Hispanic boys academically"?

6. "Jewish girls make good homemakers while Jewish boys make good business people"?

7. "Native Americans are not capable of living outside a reservation because they are a weaker people"?

8. "Anything that assigns traits, behaviors, or expectations to students based upon preconceived ideas, gender, and race"?

STEREOTYPING

Stereotyping is the automatic assigning of traits, behaviors, and expectations to an individual based upon preconceived ideas and unvarying data, such as a person's gender or race. It is the act of prejudging a person's abilities and usually results in a process which strips the individual of uniqueness.

TRADITIONAL STEREOTYPES OF MEN AND WOMEN

cares for others	dominant
cries easily	aggressive
home-oriented	in control
submissive	never/seldom cries
emotional	likes outdoors
concerned with appearance	independent
dependent	mathematical
people-oriented	machine-oriented

EFFECTS OF STEREOTYPES ON WOMEN

Restricted career choices are:

- **Predominantly female in composition**
- **Low-paying**
- **Dead-end positions**
- **Jobs that require little advanced training or education**

EFFECTS OF STEREOTYPES ON MEN

A. More illness among men

- 2 times as many men have ulcers
- 6 times as many men have on-the-job accidents
- 13 times as many men are arrested for drunkenness

B. Higher death rate among men

- 1 1/2 times as many men die from cancer
- 2 times as many men die from heart disease
- 3 times as many men commit suicide
- 4 times as many men are murder victims

C. Relationships suffer

- Men are perceived as less competent parents in the eyes of the law
- Pressures at work prevent men from spending adequate amount of time with their children

Source:

Bingham, Mindy, Edmondson, Judy, & Stryker, Sandy. Challenges: A Young Man's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1984.

STRATEGIES FOR CHANGING STEREOTYPES

Stereotype	Change Strategy
1. Stereotyping men and women in traditional sex roles. • Women are or will be wives and mothers. • Mothers-in-law are bossy and interfering. • Men are primary income earners.	1. Provide examples of different kinds of lifestyles, living arrangements, and family structures. Discuss men as homemakers, women as primary income earners, and the sharing of parental responsibilities.
2. Stereotyping of an occupation • Referring to truck driver as "he." • Say "just a secretary."	2. Avoid assigning gender as much as possible when talking about specific occupations. Discuss people in non-traditional roles, e.g., a male nurse, or a female electrician.

STRATEGIES FOR CHANGING STEREOTYPES

Stereotype	Change Strategy
3. Stereotyping of personality characteristics. • Men are stoic. • Women are emotional and clinging. • Men are more sexually aggressive than women.	3. Point out that personality characteristics, as a rule, are more dependent on socialization than on sex. Discuss how both men and women possess many of the same characteristics.
4. Stereotyping of physical characteristics and abilities. • Men are "stronger" because they are generally more able to lift heavy objects, although women have greater endurance. • Men are considered to be better at mathematics, and women are better at writing.	4. Explain that women and men share many of the same abilities. Point out that physiological differences do not necessarily mean differences in abilities or in performance.

Training Module V: SD
Transparency 7

NONVERBAL BEHAVIORS

Eye Contact

Head and Facial Expressions

Body Posture

Proxemics
(Physical Space)

Training Module V: SD
Transparency 8

NONVERBAL BEHAVIORS IN THE CLASSROOM

Teacher Behaviors

I. EYE CONTACT

1. Establish eye-to-eye contact with students.
2. Look away from student or students.
3. Wink or make other playful gestures.
4. Lower eyes when speaking to a student or when someone is speaking to you.
5. Widen eyes to indicate surprise, shock, or amazement.
6. Narrow eyes to indicate disapproval, dislike, or suspicion.

II. HEAD & FACIAL EXPRESSIONS

1. Smile.
2. Frown.
3. Express surprise.
4. Express disappointment.
5. Express sadness or empathy.
6. Express happiness or approval.
7. Nod, indicating approval.
8. Shake your head, indicating disapproval.
9. Position head and eyes to indicate attentive listening.

NONVERBAL BEHAVIORS IN THE CLASSROOM

Teacher Behaviors

III. BODY POSTURE

1. Display a relaxed posture.
2. Display a rigid, tense posture.
3. Point and shake your finger.
4. Fold your arms.
5. Place your hands on your hips.
6. Lean towards the person to whom you are speaking.
7. Raise your hands as a gesture of disapproval or helplessness.
8. Display a feeling of hopelessness.
9. Turn away from students.
10. Assume a posture of attentiveness.
11. Assume a posture of inattentiveness, such as leaning back or looking at watch.

IV. PHYSICAL SPACE

1. Sit or stand near a student (within 18 inches -- intimate distance; or up to 4 feet -- personal distance).
2. Keep a distance from a student (beyond 4 feet -- social distance; or beyond 12 feet -- public distance).
3. Touch a student, such as placing your hand on his/her shoulder in a friendly manner.

WORDS WITH IMAGES

fireman

Mexican

plumber

secretary

Jew

SUGGESTIONS FOR CHANGING BIASED LANGUAGE

Biased Language	Non-Biased Language
Fireman	Firefighter
Jew him down	Bargain with him
Mankind	Human beings, men and women
The lady welder did a good job, much to my amazement.	The welder did a fine job, much to my amazement.
Congressman	Member of Congress, or Congresswoman
Blackball	Prevent; exclude
Hispanic doctor	Doctor
Beautician	Hairdresser
Male nurse	Nurse
Man and wife	Husband and wife, man and woman
Fisherman	Fisher
Meterman/Meter maid	Meter reader
Blackmail	Extort; shake down
Man--representing people	People, individuals, human beings
Housewife	Homemaker
Chick/Fox	Attractive woman
Forefathers	Founders of our country
Macho	Masculine

CHANGE

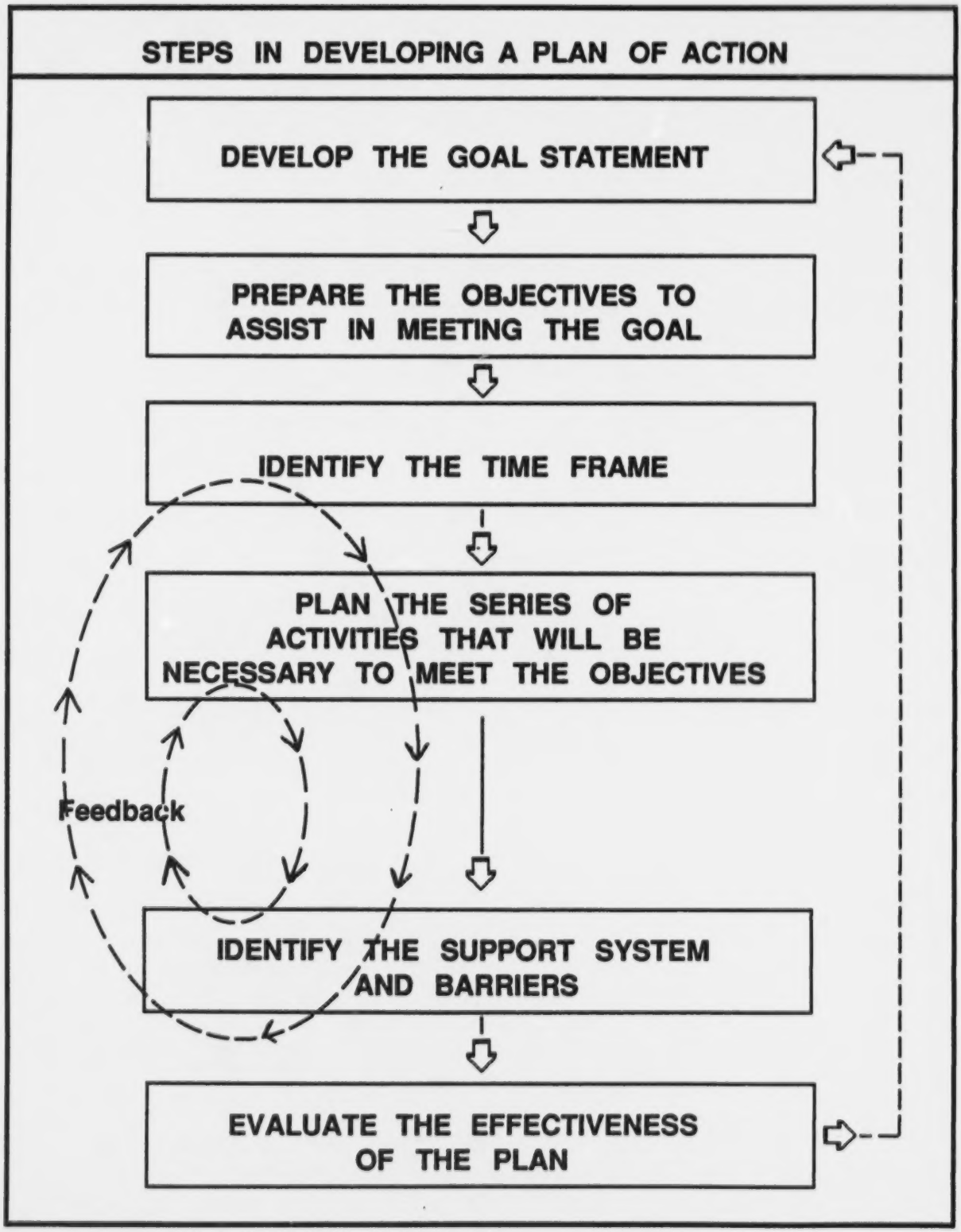
1. **Change is inevitable!**

2. **Change takes time!**

3. **Change is met with resistance, unless there is something in it for the individual(s).**

4. **Change has multiple effects on other parts of the system, which may be uncontrollable.**

5. **Several smaller changes can add up to greater, more significant results.**


STEPS IN DEVELOPING A PLAN OF ACTION
DEVELOP THE GOAL STATEMENT
PREPARE THE OBJECTIVES TO ASSIST IN MEETING THE GOAL
IDENTIFY THE TIME FRAME
PLAN THE SERIES OF ACTIVITIES THAT WILL BE NECESSARY TO MEET THE OBJECTIVES
Feedback
IDENTIFY THE SUPPORT SYSTEM AND BARRIERS
EVALUATE THE EFFECTIVENESS OF THE PLAN

GOAL STATEMENT

To use only inclusionary* terms in all verbal and written communications in the classroom.

***Inclusionary terms are those that allow for the inclusion of both sexes in verbal or written communication.**

OBJECTIVES

1. To acquire an awareness of the degree to which exclusionary language is used in the classroom by utilizing input from the students.

2. To acquire an awareness of the degree to which exclusionary language is used in the classroom by critiquing videotapes of my teaching behavior.

STEPS TO ASSIST IN ACCOMPLISHING THE OBJECTIVES

Objective 1:

a. **Develop a checklist for the students to use to record the exclusionary terms used in teaching and the number of times each word is used.**

b. **Contact the Equity Coordinator at the State Department of Education for a list of resources that can be utilized in the classroom to provide more information on this area of concern.**

c. **Prepare a brief introductory session that will inform the students about the plan to change language patterns in the classroom.**

MEASUREMENT OF SUCCESS

Objective 1:

Students will use the checklist to evaluate the number of times the teacher uses exclusionary terms in a full class period. Students will record three or fewer examples per day for the first week.

CASE STUDY 1

You are the welding instructor at Central High School in Anytown, USA. Margarita, a sophomore, contacts you to make an appointment to see you. When she arrives, she is a little uncomfortable and shy, and states that she is considering welding as a future career. Historically, the welding courses in your school have been selected almost exclusively by male students. What are some of the subtle ways in which you could set up barriers to keep Margarita from enrolling in these courses?

Nonverbal Gestures:

You could....	Look surprised (and maybe even smile or laugh)
or.....	Widen your eyes and lift your eyebrows
or.....	Back away or casually walk away from her
or.....	Assume a rigid body posture
or.....	Shrug your shoulders

1. Could any of the above actions discourage Margarita?

2. Do you think that it is possible that she might have encountered some of these same messages from others, too?

3. What does Margarita really need at this time?

CASE STUDY 2

Lamar is a popular young man, who has a lot of friends, and presently is enrolled in your electronics class. Although he is doing well keeping up with the assignments, he seems to be somewhat lacking in motivation. Sometimes he has difficulty concentrating, and he also exhibits a lot of restless energy. In spite of these minor problems, Lamar is one of your favorite students. Informally, after class one day, he tells you that he's decided to drop out of your class and take up dancing as a career. You are obviously unprepared for this announcement, so your reactions are spontaneous. Immediately, you feel disapproval and disappointment. Here are some of the ways in which you could communicate these feelings to Lamar.

You could....	Look away from Lamar, while you're trying to regain your composure or decide what to say
or....	Frown
or....	Express disappointment
or....	Fold your arms
or....	Narrow your eyes to indicate disapproval

1. What messages might Lamar pick up that could affect his self-concept or his feelings about himself?

2. What does Lamar really need at this time?

CASE STUDY 3

Janice is enrolled in a computer programming course. There are six female and twelve male students in the class. All the students appear to be doing quite well and display approximately equal competence in mastering the Fortran language and writing programs.

You are the instructor for this class. Often, during the lecture, you provide a considerable amount of time for the class to interact with you and to discuss the material presented.

Janice is a very bright student and often answers questions and gives suggestions that are not only correct, but also very innovative. You find that this annoys you, and yet you do not have the same feelings when Mark, another very bright student, responds in a smilar manner. You have never analyzed whether or not you are sending Janice and Mark nonverbal messages. Is it possible that you could be communicating informally to them your disapproval of Janice's intellegence and "pushiness" and your approval of Mark's assertiveness and intelligence? Here are some things that you may be doing.

You could...	Nod approval when Mark speaks and remain neutral to negative when Janice answers
or...	Position your head attentively when Mark speaks, but assume a relaxed posture when Janice speaks
or...	Display a rigid posture when Janice speaks
or...	Look away from Janice but give eye-to-eye contact to Mark
or...	Lean forward whenever Mark speaks

1. Might all the student receive subconscious messages from these behaviors, if they were repeated on a regular basis?

2. Is it possible that these same kinds of behaviors are patterns or habits you have developed, and that you actually discriminate among various students or groups in a way similar to that described above?

CLASSROOM INTERACTION PATTERNS

Nonacceptable Behaviors	Acceptable Behaviors
1. Make eye contact more often with some students than with others. Eye contact can make a person feel recognized and encouraged to participate in class.	Make eye contact equally among students.
2. Nod and make gestures more often in response to some students' questions and comments than to others'. Nodding and gesturing is another means of recognizing students and encouraging them to continue.	Nod and gesture equally extensively and intensively to all students.
3. Assume a posture of attentiveness when some students speak, but do the opposite when others speak. Attentiveness - leaning forward with a look of interest. Inattentiveness - leaning back or against the wall, looking at your watch, etc.	Assume a posture of attentiveness toward all students.
4. Habitually choose to sit or stand near certain students. Proximity (closeness) conveys attentiveness and availability for questions and comments.	Vary your position (sitting or standing) equally among students.
5. Favor particular students in terms of making special assignments or awards.	Distribute special assignments, favors, etc., equally among students.

CLASSROOM INTERACTION PATTERNS (cont.)

6. Give detailed instructions to some students with the expectation that they will succeed on their own, but do the assignment or task for others or allow them to fail with less instruction. This paves the way to success for some students, but can set others up for failure.	Give equally detailed instructions to all students.
7. Allow some students to be excluded from demonstrations.	Include all students and inform all students equally.
8. Touch only certain students in a way that shows acceptance friendliness. Doing this can make select students feel that they belong to an "in group."	Give equal attention to all students, e.g., placing a hand on the shoulder of one student, playfully punching another on the arm, etc. Be sure to take into account the cultural and personal expectations of the students.

Note: Since our society is not strongly oriented to touching others in social interactions, this suggestion might make some teachers uncomfortable. What is important to remember is to do only those things which you can do naturally and those which make you feel the most comfortable.

9. Segregate certain students and/or groups in the seating arrangement of your class. There is evidence to show that class participation relates to seating arrangements in a room and that more discussion occurs among individuals positioned in the front and middle sections of the class.	Make an effort to try to draw all the students into the discussion, if seating arrangements contribute to interaction problems. Or, periodically rearrange the seating.

Training Module V: SD
Handout 5

CHECKLIST FOR ASSESSING BIAS IN CURRICULUM MATERIALS

Printed Curriculum Materials

Complete the following checklist when evaluating printed curriculum materials, such as textbooks, for bias.

		Yes	No
1.	**Language**		
	a. Are only masculine generic forms used, such as manpower, businessmen, etc.?	____	____
	b. Does the narrative use exclusively masculine pronouns (he, him)?	____	____
	c. Do disparaging phrases exist in the text, such as, "I'll ask my girl to type this," or "The Indians roved across the land" (implies non-directed, purposeless activity)?	____	____
	d. Does the text contain inconsistencies, such as stating that both men and women can be plumbers and then using the pronoun "he" when talking about plumbers?	____	____
	e. Are only sexist occupational titles used, such as "policeman," "fireman," etc.?	____	____
	f. Does the text unnecessarily emphasize a person's gender or race when that person is in a nontraditional role, such as "the male nurse," or "Robert Jones, a Black attorney"?	____	____
	g. Does the text contain nonparallel terms such as "Dr. Baker and his secretary, Janet"? ("Dr. Baker and Ms. Janet Lier, a secretary"--parallel.)	____	____
	h. Does the text use "girls" or "boys" to refer to women and/or minority group members?	____	____
2.	**Roles -- Occupational and Social**		
	a. Are women and minorities usually omitted from the narrative and the illustrations in the text?	____	____

Roles -- Occupational and Social (cont.)	Yes	No
b. Are individuals in nontraditional roles omitted from the illustrations? An example is a text that states that both men and women can be secretaries, but then shows only women in these occupations.	____	____
c. Are women and minorities relegated to primarily stereotyped roles and occupations?	____	____
d. Are there inconsistencies in placing women and minorities in occupations or roles, such as showing women and minorities in nontraditional assembly line positions, but only white men in supervisory positions?	____	____
e. Does the text stereotype leadership roles?	____	____
f. Are all occupations presented as appropriate for any qualified person, including individuals with certain handicaps?	____	____
g. Is tokenism evident? An example is a text that illustrates only a few women or a few minority group members in nontraditional roles.	____	____
h. Does the text show women, minorities, and handicapped individuals in only subordinate roles?	____	____
i. Do cartoons and/or caricatures overemphasize the stereotyped portrayal of individuals, such as the physical attributes, roles, and skills of one sex or ethnic group?	____	____
j. Does the text describe or illustrate women as being primarily emotional, passive, subservient, etc.?	____	____

Audiovisual Educational Materials

Complete the following checklist when evaluating audiovisual materials for bias.

		Yes	No
1.	**Narration**		
a.	Is the narration by male and female speakers, and does it reflect ethnic variations when appropriate?	____	____
b.	Does the narrated message contain hidden messages or negative statements aimed towards certain individuals or groups?	____	____
2.	**Illustrations**	Yes	No
a.	Are the illustrations balanced with regard to women, men, and minorities as appropriate?	____	____
b.	Are the main characters stereotyped?	____	____
c.	Are the supporting characters stereotyped?	____	____
d.	Do the illustrations show men, women, and minorities equally distributed in all jobs and roles, including family and social roles?	____	____
e.	Do the illustrations present all individuals in a variety of occupations and in appropriate dress?	____	____
f.	Are there an equal number of men and women in the illustrations, representing a variety of races and ethnic groups?	____	____
g.	Are the characters who are cast in independent roles predominantly of one sex or race?	____	____
h.	Are women cast in predominantly nurturing or subordinate roles?	____	____

36 CREATIVE WAYS TO SAY "NO!"

1. I'll think about it.
2. That's not practical.
3. We already tried that.
4. It'll cost too much.
5. In the end, we'd lose money.
6. What do you expect from the state?
7. It just isn't possible.
8. Why don't you sleep on it?
9. That's impossible.
10. It's just ahead of its time.
11. Why change?
12. What we have now is working okay.
13. I just don't like the idea.
14. That sounds good, but...
15. It simply can't be done.
16. You just can't teach an old dog new tricks.
17. It just won't work.
18. It isn't in our budget.
19. Everything is fine as it is.
20. Let's wait a while longer.
21. I like the idea, but I don't think I could sell the boss.
22. It probably worked for you, but it wouldn't for me.
23. Be sure and put it in writing.
24. The committee will never accept it.
25. Let's do a study first.
26. That isn't my responsibility.
27. Oh, no! Not that plan again!
28. We won't have enough help.
29. Our group will never go for it.
30. But, that's never been done before.
31. That's not reality.
32. That's not my problem.
33. Has it ever been tried before?
34. But we've always done it that way.
35. That isn't our policy.
36. Check into it further before you act.

Training Module V: SD
Handout 7

A PLAN OF ACTION FOR EQUITY IN THE CLASSROOM

I. GOAL STATEMENT

II. OBJECTIVES

III. TIME FRAME TO ACCOMPLISH OBJECTIVES

1.

(date)_____

2.

(date)_____

3.

(date)_____

IV. STEPS NECESSARY TO ACCOMPLISH THE OBJECTIVES

Objective 1

a.
b.
c.

Objective 2

a.
b.
c.

Objective 3

a.
b.
c.

V. BARRIERS & ENHANCERS AFFECTING THE ACCOMPLISHMENT OF THE OBJECTIVES

	Barriers	Possible Actions to Overcome the Barriers	Enhancers
Step 1a.			
1b.			
1c.			
Step 2a.			
2b.			
2c.			
Step 3a.			
3b.			
3c.			

VI. MEASUREMENT OF SUCCESS

	Evidence That Objectives and Goal Have Been Met
Objective 1.	
Objective 2.	
Objective 3.	
Goal	

BARRIERS & ENHANCERS AFFECTING THE ACCOMPLISHMENT OF THE OBJECTIVES

	Barriers	Possible Actions to Overcome the Barriers	Enhancers
Step 1a.	Task will require additional time.	Ask resource person for assistance in developing the checklist.	Three students expressed an interest in becoming involved in this activity. Meet with them weekly.
	I am not clear as to what information should be included on checklist.	Call State Equity Coordinator to see if examples are available to use as references.	
Step 1b.	Time schedules may make it difficult to receive or initiate a call during school hours. Principal/Director may not want me to make a long distance call.	Write a letter.	My network in the state is being improved as I initiate new contacts and request assistance. State Coordinator will be able to suggest other resource personnel, as well as resources.

BARRIERS & ENHANCERS AFFECTING THE ACCOMPLISHMENT OF THE OBJECTIVES (cont'd.)

	Barriers	Possible Actions to Overcome the Barriers	Enhancers
Step 1c.	Task is time-consuming.	Stick only to the key issues--be brief. Seek assistance from interested students.	For once, time is on my side.
	Some of the students will be annoyed with this plan, as they do not like change and have reputations of being sexist and racist.	Be sure to prepare an introduction which summarizes the facts and data indicating why the changed behavior is necessary. Be patient, and remember the stages of the change process.	

Race Desegregation - Gender Equity - National Origin Desegregation

TECHNICAL ASSISTANCE AND TRAINING MODULES

ORDER FORM

Technical Assistance Modules	Unit cost	# of copies	Total
Federal Statutes and Directives Regarding National Origin Students	$7.50	_____	_____
Federal Statutes and Directives Regarding Title IX Compliance	$7.50	_____	_____
Civil Rights Compliance: An Update	$7.50	_____	_____
Training Modules	**Unit cost**	**# of copies**	**Total**
I First and Second Language Acquisition Processes	$7.50	_____	_____
II Integrating the ESL Student into the Content Area Classroom	$7.50	_____	_____
III Recognizing Cultural Differences in the Classroom	$7.50	_____	_____
IV Sex Sterotyping and Bias: Their Origin and Effects	$7.50	_____	_____
V Modeling Equitable Behavior in the Classroom	$7.50	_____	_____
VI Avoiding Sex Bias in Counseling	$7.50	_____	_____
VII Equity in Counseling and Advising Students: Keeping Options Open	$7.50	_____	_____
VIII Interpersonal Communications: A Human Relations Practicum	$7.50	_____	_____
IX It's a Matter of Race: Race Relations in the Desegregated Setting	$7.50	_____	_____
Special Offer	**Unit cost**	**# of sets**	**Total**
Complete set of twelve modules	$75.00	_____	_____
		Ten percent shipping/handling charge	_____
		TOTAL	_____

PURCHASE ORDER #:_____

ORDERS LESS THAN $30.00 MUST BE PREPAID.

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INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

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Race Desegregation -- Gender Equity -- National Origin Desegregation

TECHNICAL ASSISTANCE MODULES

Federal Satutes and Directives Regarding National Origin Students will familiarize participants with the legal aspects of providing services to limited English proficient (LEP) students. pp 1

Federal Statutes and Directives Regarding Title IX Compliance will familiarize participants with the legal aspects of sex discrimination under Title IX compliance. pp 48

Civil Rights Compliance: An Update will familiarize participants with the legal intent, the procedural requirements, and the employment practice requirements contained in Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. pp 65

TRAINING MODULES

I ***First and Second Language Acquisition Processes*** will familiarize participants with the processes a non-English-speaking student goes through as he/she acquires English as a second language. pp 43

II ***Integrating the ESL Student into the Content Area Classroom*** will familiarize participants with classroom management theory and strategies that integrate the ESL student successfully into the content area classroom. pp 46

III ***Recognizing Cultural Differences in the Classroom*** will familiarize participants with cultural elements that some national origin minority populations may bring to the school environment. pp 45

IV ***Sex Stereotyping and Bias: Their Origin and Effects*** will assist participants in identifying sources and effects of sex stereotyping and bias, in the classroom setting and in society as a whole. pp 52

V ***Modeling Equitable Behavior in the Classroom*** will assist participants in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. pp 53

VI ***Avoiding Sex Bias in Counseling*** will allow counselors the opportunity to review concepts and strategies that can be used to provide students with sex-fair guidance. pp 41

VII ***Equity in Counseling and Advising Students: Keeping Options Open*** will provide participants with cross-cultural counseling practices that can be used when working with culturally diverse populations. pp 45

VIII ***Interpersonal Communications: A Human Relations Practicum*** will provide participants with information on the skills which establish foundations for effective interpersonal communication. pp 65

IX ***It's A Matter of Race: Race Relations in the Desegregated Setting*** will familiarize the participants with key issues regarding interpersonal race relationships in the desegregated setting, and offers suggestions on how to handle these relationships effectively. pp 49

This module is one of a twelve-part series.
Each title is available at a cost of $7.50.
The entire series is available at a cost of $75.00.

The series consists of:

Technical Assistance Modules

Federal Statutes and Directives Regarding National Origin Students

Federal Statutes and Directives Regarding Title IX Compliance

Civil Rights Compliance: An Update

Training Modules

I First and Second Language Acquisition Processes
II Integrating the ESL Student into the Content Area Classroom
III Recognizing Cultural Differences in the Classroom
IV Sex Stereotyping and Bias: Their Origin and Effects
V Modeling Equitable Behavior in the Classroom
VI Avoiding Sex Bias in Counseling
VII Equity in Counseling and Advising Students: Keeping Options Open
VIII Interpersonal Communications: A Human Relations Practicum
IX It's a Matter of Race: Race Relations in the Desegregated Setting

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